



Unit Plan

World War I

Directions used for each page.

- Direct Students to Look at the illustration on the page.
- Read page (see suggestions in manual)
- Identify the Main Idea in bold.
- Direct students to place their Main Idea flashcard under the illustration.
- Begin Talking Points discussion (see questioning strategies in the manual)

Learning Goals

Cultural Literacy: World War 1, Allies, Central Powers, Archduke of Austria-Hungry, Woodrow Wilson, Lusitania, tanks, dogfight, Red Baron, trenches, gas masks, homing pigeons, Salvation Army

Geography: Great Britain, France, Italy, Russia, Romania, Serbia, Greece, U.S. , Germany Austria-Hungry, Bulgaria, and Turkey

Vocabulary: protect, murder, war, injured

Social Studies Standards:

Strand 1, Concept 1 PO1: Maps, charts, graphs, tables charts time lines

Strand 1, Concept 3 PO 1.



Unit Plan

Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	War page 1	Soldier page 2	Tank page 7	Plane page 9	Gas mask page 11	Coffee page 14	Donut page 14	
Summary	How WWI started page 4	Tanks page 7	Red Baron page 9	Soldiers page 10	Homing pigeons page 12	Salvation Army page 14		
Custom	Cut and Paste dogfight page 8	Cut and Paste Trench page 10	Letter page 13					
Map Activity	Allies and Central Powers page 3	Germany page 9						
Coloring Page	Soldier page 2	Lusitania page 6	Tank page 7	Plane page 9	Gas mask page 11	Homing pigeons page 12	Donuts page 14	Cemetery page 15
Presentation	Ships p. 6	Salvation Army p. 14						

	Words and page
Reading Match	plane, soldier, donut, pigeon – page 14
Vocabulary	injured, protect, war, murdered – page 15



Unit Plan

	Concept and Page		Concept and Page
Sorting	Soldiers page 13	Wh Questions	Who – end of book
Classification	Tanks page 7	Book Exam	End of book
Pattern	Page 9	Sentence Scramble	End of book
EZSummary	End of book	Question and Answer	End of book
Opinion	Salvation Army page 14	Fill in the Blank	End of book
Capitalization	Countries page 6	Reading Assessment	End of book
Grammar	Fought – End of book	Vocabulary Assessment	End of book



Unit Plan

How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

Special education setting: The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

Inclusion setting: Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



Unit Plan

Page One:

Talking Points: World War I was a big war. Many countries were in World War I. Some of the countries were on the side called the Allies. Some of the other countries were on the side called the Central Powers. It is almost like in sports where there are two teams and each team wants to win. WWI started in 1914. That was a long, long time ago! It was before you were born. It was before your parents were born. It was even before you grandparents were born!

Pointing Questions: monument of soldiers, guns, trees,

Short Answer: What was the name of the big war between countries? What were the names of the two sides? When did WWI start?

Yes/No: Was WWI a small war? Was WWI a big war? Were there a lot of countries in WWI? Were you born when WWI started?

Sharing opinion/experiences: There were two sides fighting each other during WWI. One side was the Allies. The other side was the Central Powers. Which side do you think won the war?

Peer to Peer Interaction: After you read Page 1, ask students, "What was name of a big war?" The answer is the main idea card "World War I." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **war** in the book. **War** means countries fighting each other. World War 1 was a big war because a lot of countries were fighting with each other. Find the **war** flashcard and its matching definition.

Presentation:

Assignment Options: Word Scramble War(L)



Unit Plan

Page Two:

Talking Points: The Allies were one side in WWI. Several countries fought together as the Allies. (Project page 2 of the ebook onto a Smartboard show a map of Europe. Show them where each country that were Allies are on the map. They were on the same side during the war. Have the students go up and point to each country that you call out.)

Pointing Questions: Italy, Great Britain, France, Russian, Romania, Serbia, Greece

Short Answer: What side was Italy on? What side was France on? What side was Great Britain on? What side was the United States on? Name one country that was part of the Allies?

Yes/No: Were the Allies on the same side during the war? Was the United States a part of the Allies? Was France a part of the Allies? Was Germany a part of the Allies?

Sharing opinion/experiences: The Allies were on the same side. They wanted to beat the Central Powers. They wanted to win the war. Have you ever been on a team where you wanted to win? Which of the Allied countries would you like to visit?

Peer to Peer Interaction: After you read Page 2, ask students, “What side was the United States was on?” The answer is the main idea card “Allies.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Word Scramble Soldier (L), Coloring Page Soldier



Unit Plan

Page Three:

Talking Points: The Central Powers were another side in WWI. Several countries fought together as the Central Powers. (Project page 3 of the ebook onto a Smartboard show a map of Europe. Show them where each country that were Central Powers are on the map. Have the students go up and point to each country that you call out.)

Pointing Questions: Germany, Austria-Hungary, Bulgaria, and Turkey.

Short Answer: What side was Germany on? What side was Austria-Hungary on? What side was Turkey on? What side was Bulgaria on? Name one country that was part of the Central Powers?

Yes/No: Was the United States a part of the Central Powers? Was Germany a part of the Central Powers?

Sharing opinion/experiences: The Central Powers were on the same side during WWI. They wanted to beat the Allies. They wanted to win the war? Do you think the Central Powers won the war? Which of the countries would you like to visit?

Peer to Peer Interaction: After you read Page 3, ask students, "What side was Germany on?" The answer is the main idea card "Central Powers." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Map Activity



Unit Plan

Page Four:

Talking Points: WWI started when the Archduke of Austria was murdered. That means he was killed! The Archduke was one of the rulers of Austria-Hungary. The people of Austria-Hungary were mad! Other countries were also mad! These countries joined together to become the Central Powers. (Show the following video which is a cartoon explanation of the assassination of the Archduke of Austria, causing WWI.)

<https://youtu.be/JEGVcSpfM9k>

Pointing Questions: man, woman, hat, gun

Short Answer: Who was murdered? What country was the Archduke from? How did the people of Austria-Hungary feel? Was Austria-Hungary part of the Allies or Central Powers?

Yes/No: Was the Archduke from the United States? Was the Archduke from Austria-Hungary? Were the people of Austria-Hungary mad that he was murdered? Was Austria-Hungary part of Allies? Was Austria-Hungary parts of the Central Powers? Did the Central Powers start to fight the Allies?

Sharing opinion/experiences: The Archduke of Austria-Hungary was murdered. How do you think the people of Austria felt?

Peer to Peer Interaction: After you read Page 4, ask students, “Who was murdered?” The answer is the main idea card “Archduke.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **murdered** in the book. **Murdered** means killed. Have you ever heard the word murdered on tv? If a person hurts someone so badly that the person dies, then the dead person was murdered. Find the **murdered** flashcard and its matching definition.

Presentation:

Assignment Options: Summary How WWI started



Unit Plan

Page Five

Talking Points: Woodrow Wilson was the president of the United States during WWI. He sent supplies to help the Allies. He sent them guns.

Pointing Questions: eyes, ears, nose, mouth, hair, eyeglasses, suit, tie

Short Answer: Who was the president of the United States during WWI? Did Woodrow Wilson help the Allies or the Central Powers?

Yes/No: Was Donald Trump the president of the United States during WWI? Was Woodrow Wilson the president of the United States during WWI? Did Woodrow Wilson help the Allies?

Sharing opinion/experiences: Woodrow Wilson was the president of the United States during World War I. That was a long time ago! Who is the president of the United States today?

Peer to Peer Interaction: After you read Page 5, ask students, “Who was the president during WWI?” The answer is the main idea card “Woodrow Wilson.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Wilson Biography



Unit Plan

Page Six:

Talking Points: The Lusitania was a U.S. ship a long time ago. There were a lot of people were on the Lusitania. The Central Powers shot at the Lusitania. The Lusitania sunk. The United States was very very mad that the Central Powers did this. They decided to join the war with the Allies. (Show the following video which is a simulation of the Lusitania sinking.) <https://youtu.be/nY7QCBLJLpQ>

Pointing Questions: ship, people, white umbrella, smoke, water, people on boat, people in the water

Short Answer: What was the name of the ship that sunk? Who shot at the Lusitania? How did the United States feel when the Lusitania was shot at? Did the United States join the war with the Allies or the Central Powers?

Yes/No: Was the Lusitania a ship from the United States? Did the Central Powers shoot at the Lusitania? Was the United States happy that the Central Powers shot at the Lusitania? Did the United States join the war? Was the United States on the side of the Allies?

Sharing opinion/experiences: The Lusitania was a big ship! Have you ever seen a big ship? Have you ever seen a big ship on television? Would you like to ride on a ship?

Peer to Peer Interaction: After you read Page 6, ask students, “What ship sunk?” The answer is the main idea card “Lusitania.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Ships

Assignment Options: Coloring Page Lusitania, Capitalization



Unit Plan

Page Seven:

Talking Points: Tanks were large weapons that were used during WWI. Tanks moved like cars. A soldier inside the tank would drive it. Other soldiers inside the tank would shoot. Some soldiers would hide outside of the tank. The tank hid the soldiers from their enemies. (Show a few minutes of the following video of tanks.)

https://youtu.be/zO_cQF4-FBA

Pointing Questions: grass, trees, tank, tank in the background, gun

Short Answer: What was the name of a large weapon used during WWI? Who would drive the tanks?

Yes/No: Were tanks small? Were tanks big? Were tanks used during WWI? Did tanks move like cars? Could a tank shoot at the enemy? Did soldiers hide behind the tanks?

Sharing opinion/experiences: How do you think it felt to be inside a tank? Would you like to go inside a tank?

Peer to Peer Interaction: After you read Page 7, ask students, “What was a weapon used during WWI?” The answer is the main idea card “tanks.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **protect** in the book. **Protect** means to keep safe. Soldiers wanted to be protected during WWI. They wanted to be kept safe. They did not want to die. Tanks protected the soldiers. Tanks kept them safe. They could hide behind the tanks. Find the **protect** flashcard and its matching definition.

Presentation:

Assignment Options: Coloring Page Tanks, Word Scramble Tank (L), Classification, Summary Tanks



Unit Plan

Page Eight:

Talking Points: Planes were used during WWI. Pilots fly planes. Some soldiers were pilots. They would also shoot at enemy planes. When the pilots from the Allies and Central Powers would shoot at each other in the sky, it was called a dogfight.

Pointing Questions: planes, smoke, propeller, circles on the planes

Short Answer: What was it called when enemy planes would fight each other in the sky?

Yes/No: Did the Allies and Central Powers use airplanes in WWI? When enemy planes fight each other is it called a cat fight? When enemy planes fight each other is it called a dogfight?

Sharing opinion/experiences: Have you ever flown in an airplane?

Peer to Peer Interaction: After you read Page 8, ask students, “What was it called when planes would shoot at each other?” The answer is the main idea card “dogfight.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Patterns, Cut and Paste Dogfight



Unit Plan

Page Nine:

Talking Points: The Red Baron was a famous fighter pilot. He was from Germany. That means that he fought for the Central Powers. He won more dogfights than any other pilot in WWI. He shot at a lot of planes. He shot at more planes than any other pilot in WWI. He is a war hero. A war hero is someone who was famous for what they did in a war. (Watch the following short cartoon which gives a brief summary of the Red Baron.)

<https://youtu.be/1EN3A3LmqC0>

Today we remember the Red Baron when we watch the Peanuts. Snoopy sometimes pretends to be the Red Baron. (Play the following music video called “Snoopy and the Red Baron.”) <https://youtu.be/6hLiNaz2-lk>

Pointing Questions: eyes, ears, nose, mouth, hat

Short Answer: Who was a famous fighter pilot? What did the Red Baron fly? What country was the Red Baron from? What did the Red Baron win? How did the Red Baron die?

Yes/No: Was the Red Baron a famous race car driver? Was the Red Baron a famous fighter pilot? Was the Red Baron from the United States? Was the Red Baron from Germany? Did the Red Baron die when his plane crashed?

Sharing opinion/experiences: Do you like Snoopy from the Peanuts? Do you like the song “Snoopy and the Red Baron?”

Peer to Peer Interaction: After you read Page 9, ask students, “What was a famous fighter pilot?” The answer is the main idea card “Red Baron.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Word Scramble Plane (L), Map Activity Germany, Coloring Page Plane, Summary Red Baron



Unit Plan

Page Ten:

Talking Points: Soldiers had guns. They spent a lot of time in trenches. A trench is a big hole in the ground. The soldiers dug the hole in the ground so that they could stay somewhere without the enemy seeing them. The soldiers would hide in the trenches. The trenches protected the soldiers from getting shot because the enemy could not see them. (Show the following cartoon video which explains what it was like in the trenches for.)

<https://youtu.be/QFj23OFI2Kw>

Pointing Questions: trench, soldiers, arm sling

Short Answer: What did soldiers fight from? What did trenches protect soldiers from?

Yes/No: Did soldiers have guns? Did soldiers fight from their homes? Did soldiers fight from trenches? Are trenches ditches? Is a trench a big hole in the ground? Did trenches protect soldiers?

Sharing opinion/experiences: The soldiers had to dig the trenches. Have you ever used a shovel to dig for something? Have you ever seen someone using a shovel? It was hard being in the trenches. The ground would get wet when it rained. The soldiers would get cold and wet! Have you ever been cold and wet? How did you feel?

Peer to Peer Interaction: After you read Page 10, ask students, "Where did soldiers fight from?" The answer is the main idea card "trenches." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: protect Trenches protected soldiers from their enemies who were shooting at them. Soldiers hid in the trenches. The enemy could not see the soldiers. This kept them safe.

Presentation:

Assignment Options: Summary Soldiers, Cut and Paste Trench



Unit Plan

Page Eleven:

Talking Points: Gas was a weapon during WWI. You cannot see gas. Gas is invisible. The soldiers used a type of gas as a weapon. It was a type of gas that could make soldiers die if they breathed it. Soldiers would wear gas masks so that they couldn't breathe the gas. The gas masks protected the soldiers from the terrible gas.

Pointing Questions: soldier, gas mask, circles for the eyes,

Short Answer: What was a weapon during WWI? What could happen if a soldier breathed gas? What protected soldiers from breathing gas?

Yes/No: Was ice cream a weapon during WWI? Was gas a weapon during WWI? Could the soldiers die if they breathed the gas? Did the soldiers use sunglasses to protect themselves from the gas? Did the soldiers use gas masks to protect themselves from the gas?

Sharing opinion/experiences: Does a gas mask look comfortable to wear? Would you ever like to try on a gas mask? Do you think the soldiers were happy to have gas masks? Why?

Peer to Peer Interaction: After you read Page 11, ask students, "What protected soldiers from gas?" The answer is the main idea card "gas masks." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: protect Gas masks protected soldiers. Gas masks kept soldiers safe. If the soldiers did not wear the gas masks, they would breathe the gas. Breathing the gas could make the soldiers die.

Presentation:

Assignment Options: Word Scramble Gas Mask (L), Coloring Page Gas Mask



Unit Plan

Page Twelve:

Talking Points: Homing pigeons helped soldiers send messages. The homing pigeons would fly messages to the military leaders. The military leaders were in charge of the soldiers. The military leaders would write a message to the soldiers. The homing pigeons would fly the message to the soldiers. (Show the following video which has pictures of homing pigeons used during WWI.) <https://youtu.be/ybg2iz-DBLg>

Pointing Questions: homing pigeon, feathers, eyes, beak, letter, wings

Short Answer: What bird did the soldiers use to send messages?

Yes/No: Did soldiers use a mailman to send messages? Did soldiers use homing pigeons to send messages? Did homing pigeons send messages to military leaders?

Sharing opinion/experiences: A homing pigeon is a type of bird. Do you like birds? Do you see birds outside? What color birds do you like? We use a mailman to mail messages. We put our letters in a mailbox, and the mailman picks them up. Do you have a mailbox near your house? Have you ever mailed a letter?

Peer to Peer Interaction: After you read Page 12, ask students, “What bird did soldiers use to send messages?” The answer is the main idea card “homing pigeons.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Coloring Page Homing Pigeon, Summary Homing Pigeon



Unit Plan

Page Thirteen:

Talking Points: The Salvation Army was a group of volunteers who helped the soldiers. Volunteers mean that they did not get paid to help the soldiers. They did not want money for helping. They WANTED to help. One of the things that they did was help the soldiers write letters to their families.

Pointing Questions: woman, paper, pencil, wristwatch, soldier, bandage over the eye,

Short Answer: Who helped the soldiers? What did the Salvation Army help the soldiers do?

Yes/No: Did the Salvation Army get paid to help the soldiers? Were the people in the Salvation Army volunteers? Does a volunteer help for free? Did the Salvation Army help the soldiers play video games? Did the Salvation Army help the volunteers write letters to their families?

Sharing opinion/experiences: The Salvation Army helped the soldiers. Who have you helped before? Has anyone ever helped you?

Peer to Peer Interaction: After you read Page 13, ask students, “Who helped the soldiers?” The answer is the main idea card “Salvation Army.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Letter, Sorting



Unit Plan

Page Fourteen:

Talking Points: The Salvation Army wanted the soldiers to feel better. They gave them coffee and donuts. This made the soldiers feel better! (Show the students the following video which shows the Salvation Army giving donuts to soldiers during WWI.) <https://youtu.be/i4TApp3EWpU>

Pointing Questions: coffee, donuts, coffee mugs, plates

Short Answer: What did the Salvation Army give to the soldiers? How did the soldiers feel when the Salvation Army gave them coffee and donuts?

Yes/No: Did the Salvation Army give the soldiers cookies? Did the Salvation Army give the soldiers donuts and coffee? Did the Salvation Army make the soldiers feel better?

Sharing opinion/experiences: The soldiers liked donuts! Do you like to eat donuts? The soldiers liked coffee. Do you know anyone who drinks coffee?

Peer to Peer Interaction: After you read Page 14, ask students, “What did the Salvation Army give the soldiers?” The answer is the main idea card “coffee and donuts.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Salvation Army

Assignment Options: Word Scramble Coffee (L), Word Scramble Donut (L), Summary Salvation Army, Coloring Page Donut, Reading Match (L), Opinion



Unit Plan

Page Fifteen:

Talking Points: The war ended in 1918. The Allies won the war. The United States was happy that they won the war! A lot of soldiers got injured during the war. That means that they got hurt. A lot of soldiers died in World War I. Soldiers were buried in cemeteries. (Show the students the following video which shows the Arlington National Cemetery where many soldiers were buried.) https://youtu.be/_uuYtwpXfRo

Pointing Questions: grass, bushes, crosses

Short Answer: Where were soldiers buried in? Who won the war? When did the war end?

Yes/No: Did the Central Powers win the WWI? Did the Allies win WWI? Did WWI end in 1918? Did a lot of soldiers die in WWI?

Sharing opinion/experiences: How do you think the families of soldiers who died felt? Have you ever had a family member die? How did you feel? A cemetery is where dead people are buried. A lot of soldiers were buried in a cemetery? Have you ever gone to a cemetery?

Peer to Peer Interaction: After you read Page 15, ask students, “Where were soldiers buried?” The answer is the main idea card “cemetery.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **injured** in the book. **Injured** means hurt. A lot of soldiers injured in the war. That means that a lot of soldiers got hurt. Have you ever been injured? Find the **injured** flashcard and its matching definition.

Presentation:

Assignment Options: Coloring Page Cemetery, Vocabulary